UNIVERSITY OF WESTERN ONTARIO
INDIGENOUS STUDIES
IS 2919F / 001
THE IROQUOIS: THEIR HISTORY and CULTURE
COURSE OUTLINE: 2020

Instructor: David Kanatawakhon
Office: Room 3214, Social Science Building
Office Hours: By appointment, Wednesday or Thursday
Telephone: 661-2111 ext 85042
Email: David.Kanatawakhon@uwo.ca
Time: Thursday 9:30 a.m. – 12:30 p.m.
Classroom: Social Science Building 3108,

COURSE DESCRIPTION:
This course provides an indepth look into two defining features of the Iroquois People, their culture and their history. The first half of the course will deal with various aspects of Iroquoian culture at the structure and morphology of an Iroquoian language (Mohawk) and how it supports Iroquoian philosophy and cultural expression. A general overview of the social and political culture and history of the Iroquois People from pre-European contact to present day as presented by historical and contemporary writings and interpretation of events.

READERS:
Myth of Earthgrasper reprint: #43, Bureau of American Ethnology, 1927
The Code of Handsome Lake reprint: Bulletin #163, New York State Museum, 1912
League of the Iroquois, reprint: by Lewis Henry Morgan

READINGS
A number of readings will be made available to the students to aid in their understanding of aspects of Iroquoian languages, culture and history as seen through archival and traditional accounts.

* Civil Government and the Iroquoian Confederacy, by Tyler Peet
Corn and the Iroquois, by Tyler Peet
From Fort Hunter to the Bay of Quinte, C. H. Torok
Tobacco: Its Use and Significance Amongst the Iroquois
* The Status of Women Among the Iroquois, by Marlene Fallon
EVALUATION and OUTLINES of COURSE ASSIGNMENTS

Readings Analysis: 20%
The student will hand in a short analysis of four of the assigned readings - no less than one page - that will be used as a basis for discussion. Each analysis will be evaluated at 5%. The analyses will be due on a weekly basis in accordance with the reading assigned.

Research Paper: 30%
Remember: This is not a course about Indians, Aboriginals, Natives, First Nations, or whatever. It is a course about Iroquoian Peoples, predominately the Iroquois, but also the others who have constituted the Iroquoian Group. The essay must reflect some aspect of Iroquoian culture: linguistic, historical, belief and practice, livelihood (past and present), song, dance, social or political traditions, war, contact influences, education (traditional and western), etc.. The essay should be no less than 3,000 words, written without contractions, unless they occur in some reference, and most especially written in clear, concise, (short) sentences using language appropriate to the topic - please do not try to dazzle the professor with word play and unnecessary usages. Please do not hand write or use a dot matrix printer (assuming that they still exist) for your final draft unless it is of the highest quality. The essay will be due the last day of class of class. No extensions will be given, unless proper documentation is provided. 5% (of the value of the essay) per day will be levied against any late arrivals.

In-class Research Presentation: 20%
Each student will prepare an in-class research presentation on a particular aspect of Iroquoian culture or history. The presentation should be no less than 15 minutes in length using various media (optional) available to supplement the presentation. The presentation can be based on the course paper or can be related to or completely different from the essay. The professor of the class must be provided with a copy of the in-class presentation. The presentation should be made in a clear audible voice and in a professional manner. The research presentation will be evaluated according to: visual (25%) and physical (25%) presentation; spoken presentation (30%); and the impact on and response from the students audience (20%).

Attendance and Participation: 10%
One percentage point will be deducted from the final evaluation for every class missed. Attendance is of paramount importance in a class like this as the final exam
will be based totally on the in-class lectures. Students will be encouraged to participate in all discussions expressing their own thoughts and insights into the material under discussion. An email indication of last minute non-attendance will be greatly appreciated - preferably before the class begins. If you have advance knowledge of non-attendance indicating such in advance to the Professor will be expected.

**Take-home Exam**
A take-home exam will be handed out on the last day of class (Apr. 9, 2020) and will due no later than five days later (Apr. 14, 2020).

**Suggested Topics for Presentations**

- Six Nations of the Grand River Territory
- Tyendinaga: Mohawks of the Bay of Quinte Territory
- Akwesasne: The St. Regis Mohawks
- Kahnawàke Mohawk Territory
- Kanehsatàke Mohawk Territory
- Watha Mohawk Territory
- Champlain and the Iroquois
- The Jesuit incursions into Iroquoia
- The Jesuit occupations of Huronia
- The Iroquois and the Beaver Wars
- The Iroquois in the American Revolution
- The Iroquois in the War of 1812
- The Iroquois in the Civil War
- Iroquois Involvement in 1st World War
- Iroquois Involvement in 2nd World War
- The Oka Standoff
- The Mourning Wars
- Caledonia Land Issue
- Ely S. Parker
- Arthur C. Parker
- Complanter
- Red Jacket
- Joseph Brant
- Sir William Johnson
- Handsome Lake
- Molly Brant
- Captain John Deserontyon
IS 2919F COURSE SCHEDULE

Jan. 9  **Who are the Iroquois:** Their traditional story of their origin, their history of migration and how they arrived at their present locations.

Research Paper assigned – due March 26, 2020

Readings:  *The Iroquoians*, by Kanatawakhon
            *The Myth of Earth Grasper*

Jan. 16  **The Iroquoian Past:** a look at food gathering, processing, agriculture & village organization, warfare, and the effects of disease, and European contact.

Readings:  *Corn and the Iroquois*, by Tyler Peet
            *Iroquoian Agriculture*, by Tahra L. Fung
            *Tobacco: Its Use and Significance Amongst the Iroquois*, by Jennifer Holland

Jan. 23  **Looking at an Iroquoian Language:** The Mohawk language will be used as the focus for discussing and describing the Iroquoian world view, with particular emphasis placed on its morphological, syntactic and semantic organization.

Jan. 30  **Iroquoian Language Traditions:** Looking at Speeches, Addresses, Thanksgivings and Prayers, and Condolence Ceremonies.

Reading:  *Ohenton Karihwatehkwen: The Words Before All Others*

Feb. 6  **Beliefs, Ritual and the Longhouse Tradition:** A look at the traditional & contemporary aspects of what constitutes Iroquoian belief and the rituals that support them, including a discussion on the contemporary Longhouse tradition.

Film:  *The Longhouse People*

Reading:  *Code of Handsome Lake*

Feb. 20  **Social organization:** A brief examination of Iroquoian social organization from pre-contact to contact to contemporary times - a look at the clan system, social positioning and the importance of women in Iroquoian society.

Readings:  *The Status of Women Among the Iroquois*, Marlene Fallon

Feb 19 – Feb 22 Winter Break

Feb. 27  **Political organization:** A indepth look at the Iroquoian political tradition, and the more contemporary elected Band Council system instituted by the Canadian Government.

Readings:  *Civil Government of the Iroquoian Confederacy*, by Tyler Pete
            *The Constitution of the Iroquois*
Mar. 5 **Iroquois-French Relations:** A look at the waxing and waning of the French-Iroquois relationship, its benefits and drawbacks, the intrusion of the Jesuits, their expulsion from Iroquois Territories, the French reaction and its effect on trade, and an examination of the French-Iroquois wars.

**Iroquois-English Relations:** An in-depth look into the development of the Iroquois-English economic and political relationship, the evolving military alliance and reliance, and the eventual breakdown leading to Iroquois dependence and displacement.

**Readings:**
- *A History of the Iroquois Wars to 1675*, by John Albanese
- *War against the Seneca: The French Expedition of 1687*, by John Mohawk
- *War and War Parties Among the Iroquois*, by Melanie Workentin

Mar. 12 **American Revolution & Break-up of the League:** A look at how the Iroquois weathered the creation of the American United States, and the degradation of their political institution and social system as a result.

**Film:** *The Covenant Chain*

**Reading:** *From Fort Hunter to the Bay of Quinte*, C. H. Torok

Mar. 19 **Revival of Iroquois Tradition:** A look at the rebirth of the Iroquois culture and belief structure as experienced through the Handsome Lake Code and the re-establishment of the Iroquois political institution.

**Film:** *You Are On Indian Land*

Mar. 26 **In-class Research Presentation**

Research Paper due

Apr. 2 **In-class Research Presentation**

Apr. 9 **In-Class Research Presentation**

TOPIC AREAS - The course will focus on the following topic areas.

Who are the Iroquois, past and present?

Looking at an Iroquoian Language: The Mohawk language will be used as the focus for discussing and describing the Iroquoian world view, with particular emphasis placed on its morphological, syntactic and semantic organization.

The Iroquoian Past: a look at food gathering, processing, agriculture & village organization, warfare, and the effects of disease, and European contact.

Beliefs and Ritual: A look at the traditional & contemporary aspects of what constitutes Iroquoian belief and the rituals that support them - a brief discussion on the "Longhouse" tradition and the "Handsome Lake Code".

Social organization: A brief examination of Iroquoian social organization from pre-contact to contact to contemporary times - a look at the clan system, social positioning and the importance of women in Iroquoian society.

Political organization: A quick look at the Iroquoian political tradition, the "Great Law of the Confederacy", and the more contemporary elected Band Council system instituted by the Canadian Government.

European Contact: A look at first contact with Europeans as accounted by earliest known records.

Iroquois-French Relations: A look at the waxing and waning of the French-Iroquois relationship, its benefits and drawbacks, the intrusion of the Jesuits, their expulsion from Iroquois Territories, the French reaction and its effect on trade, and an examination of the French-Iroquois wars.

Iroquois-English Relations: An indepth look into the development of the Iroquois-English economic and political relationship, the evolving military alliance and reliance, and the eventual breakdown leading to Iroquois dependence and displacement.

American Revolution & Break-up of the League: A look at how the Iroquois weathered the creation of the American United States, and the degradation of their political institution and social system as a result.

Revival of Iroquois Tradition: A look at the rebirth of the Iroquois culture and belief structure as experienced through the Handsome Lake Code and the re-establishment of the Iroquois political institution.
Important Policies

Policies for Assignment Deadlines:

A Note on Plagiarism:
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Laptops and other Electronics/Phones in Class: (“clickers”, if used)
Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html
Accessibility Options:
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: [www.registrar.uwo.ca/examinations/accommodated_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

Scholastic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Mental Health
Students who are in emotional/mental distress should refer to Mental Health@Western ([http://uwo.ca/health/mental_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

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Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds).

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